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ABSTRACT

A nation-wide survey was conducted among 282 directors of community college occupational education to determine their individual backgrounds and roles in their institutions. Most commonly called director or dean (84%), the respondents generally had a masters degree (92%), had no teaching responsibilities (nearly 80%), and had spent an average of 8.4 years employed in non-educational areas. Duties receiving highest priority were initiation of occupational programs, evaluation of overall occupational education programs, and administration of occupational education instruction. Those respondents with more advanced titles, hierarchically, possessed more degrees, did less teaching, interacted more with administrators and less with students. As more education was acquired, less time was spent in non-educational jobs and more time interacting with faculty. Respondents spending more time in non-educational activities were associated with larger institutions and interacted less with faculty. Directors at smaller institutions did teach, interacted less with administration and more with students, had less responsibility toward occupational education and perceived faculty as less influential. Directors at larger institutions interacted more with administrators and less with faculty and students, and had a higher degree of responsibility for occupational education. (LH)

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Who is Charged With Occupational Education In Public Community Colleges?

A Paper Presented at

The Pennsylvania Vocational Education Conference

at Host Farms, Lancaster, PA

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by

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The Director of Occupational Education

In Public Community Colleges

INTRODUCTION

We can boast of the rapid development community colleges have made in this country since their inception in 1901, when Joliet Junior College opened its doors (Monroe, 1972). Arithmetically, there is an average of nearly twenty community colleges for each of the fifty states, or nearly 1000 public community colleges in the United States.

They have been called by many differing titles--among them the "open door institution" and the "do anything college." Each of these titles reflects the charge placed upon these institutional bodies by their constituents, the public. But no charge has been more unanimously called for than that of providing vocational education.

Federal legislation has been instrumental in encouraging the development of vocational programs in these institutions. In 1968, vocational education was redefined to include programs of study that lead to an occupation at less than the baccalaureate degree level. Thus, monies have been made available for development and expansion. Beaumont (1971) reports in the First Yearbook of the American Vocational Association that, according to the House Report No. 1647 in reference to the Vocational Amendments of 1968, "As a result of this amendment, monies are available for vocational programs at the postsecondary level." (Beaumont, 1971, pg. 13).

Similar patterns stimulating growth of occupational education have taken place at the state level. The state of Mississippi began matching

federal funds to build facilities and matching other appropriations for expansion of occupational education in the community colleges in 1966 (Gleazer, 1973). Illinois, the state where the community college movement started, also was among the first to mandate by law, in 1965, that public community colleges must provide fifteen per cent of all courses in occupational education. In 1971, the fifteen per cent figure was increased to thirty per cent.

Local community industries and trade organizations have pushed for the establishment of vocational-technical programs. Some local governments have convinced industry to relocate in their communities because of programs which supply trained manpower provided by the local community college. Burt (1967) states, "There is a general unanimity among educators and industry leaders regarding the desirability and mutual benefits to be derived through cooperation efforts in the development and conduct of the vocational and technical education program offerings of local schools and school systems." (Burt, 1967, pg. 41). Additionally, he points to three reasons industrialists want to involve themselves in the development of vocational education, namely:

1. Employers can gain desired training facilities.
2. Reduction in their training costs.
3. Participation means directing the training of future employees.

But at the same time when the momentum for vocational education couldn't be better, there exists what the American Association of Community and Junior Colleges (AACJC) calls the discrepancy between expectation and actuality (Gleazer, 1973). Among some of the factors that account for this disparity are what AACJC labels the should be/ought to be situation,

the prestige factor, vocational education associated with menial labor, vocational schools perceived as punitive, many students are not ready to decide, information about options, ease of establishing a transfer-oriented institution, occupational programs or academic transfer curricula first, the comprehensive institution is a relatively new development, and does the training pay?

If discrepancy exists on as many factors as were cited above, then how can the bridge between expectation and actuality be narrowed? Since governments (state, local and national) seem to support strongly the educational institution concept, and additionally industries and labor supposedly are backing vocational education programs at community colleges, why is the system falling short of its stated goals and objectives? According to Miller and Gillie (1970), "the degree to which occupational education programs succeed is the responsibility of the institutional administration." (pg. 23). They go on to say that the extent to which the programs are understood and supported by administrative policy and staff is ultimately reflected in the quality and effectiveness of the program.

The president or chief administrative officer of an institution is ultimately held responsible to direct the institution toward its stated goals and objectives. However, in most multiple-purpose type institutions, the administration responsibility of the occupational programs is frequently assigned to another administrative level. Usually the title assigned to this individual is: vice-president, dean or director. Among the duties of this position are: proposing, justifying, developing and initiating new programs; recruitment and selection of professional

staff; direction and supervision of the overall program of occupational education; evaluation of the effectiveness of the overall occupational education programs; coordinating advisory group services to the various occupational groups; acting in a liaison capacity with college transfer of academic divisions within the institution, and administrating the budget for the occupational programs.

If, as the AACJC suggests, there is disparity between what is and what ought to be, then many hurdles will need to be overcome in order to minimize this difference. According to Wilber (1966), the vice-presidents, directors, or deans of occupational programs who carry the functions at the top policy making level are faced with the reality of functioning in a sometimes hostile faculty enviroment. Their titles and functions represent areas of incompatibility between the maintenance of law and order that restricts the play of faculty individualism and permissiveness that is enjoyed by some creative, free-wheeling teachers. Technical subject faculty members instinctively fear administrative dominance and diminution of their own participation in decision making, particularly when they believe there is a relationship to administrative plans for "economy" or "efficiency."

Wilber (1966) goes on to say that the demands made upon the individual in charge of the vocational programs comprise both leadership and executive types of ability. Further, he feels the technical education administrator is far more than an executive; he must be an inspired leader capable of "selling" the program to the community while "buying" cooperation within his own organization.

It is this writer's belief that the manner in which this very

important key administrative figure is capable of "selling" and "buying" cooperation from constituencies of the community college accounts for the success or lack of success of the vocational program. Thus the director of vocational programs must possess an administrative style that is capable of maintaining and moving the institution ahead. Lahti (1966), in summarizing the report of the American Association of Junior Colleges Commission on Faculty Involvement, asserts that an inferior educational product is the result of autocratic leadership. He states, "In institutions where teacher-supervisor relations are strained, the educational process and the product delivered to the student are likely to be inferior to the institution when strong professional relationships exist between faculty and administration" (Lahti, 1966, p.11).

BACKGROUND INFORMATION

One of the earlier studies conducted dealing with the local director of vocational education was by Land (1925). Land's national study investigated the duties and responsibilities of state directors of vocational education, state supervisors of trade and industry education and selected local directors of vocational education.

Smith (1927) conducted a study of local directors or supervisors. Some of the functions were: 1) departmental promotion and publicity, 2) supervision of installation of new and replacement equipment, 3) filing of records and making reports, 4) recommendations, assignments and transfer of teachers, and 5) cooperation with local professional groups.

Miller and Gillie (1970) report that as a result of the phenomenal growth in vocational and technical education, increased needs in the area of trained personnel must be provided. They feel this is especially

the case at the postsecondary level. In response to this problem the National Conference on Postsecondary Vocational and Technical Education was held in San Antonio, Texas on November 5-7, 1969.

One of the focal points of the conference among others was the role of various administrators. It was felt that in the case of a multiple purpose institution, the responsibility for occupational education rested on a position under that of the chief administrator, although in some instances the president or chief administrator was charged with the occupational education programs. But the typical institution relied on a vice-president, dean or director to operate in this capacity.

In an attempt to develop profiles of the administrators of technical education programs in public junior colleges in the United States, Gates (1964) conducted a study which found:

> "The typical respondent most likely performed duties and had responsibilities in all the major headings--general administration; teaching assignments, student personnel or guidance; research and publications; cooperative enterprise with industry, business, agriculture and/or public services; national professional activities; local and state professional activities and community participation--except teaching assignments" (Gates, 1964, p.90).

STYLE

"In view of the propensity to generalize interesting research findings and the paucity of research upon which these claims are based, further inquiry into the precise nature of the relationship between hierarchical influence and leadership style and their effects seems especially needed" (Pfiffner and Sherwood, 1960, pg. 397).

Administration is defined as the process through which appropriate material and human resources are made available for the effective accomplishment of the purpose of an enterprise. It functions through influencing the behavior of persons. The traditional bureaucratic model does not seem too usable in contemporary organizations and enterprises. Mead (1969) suggests that there has been a change in basic philosophy in the past decade resulting in a new concept of man. This philosophy arises out of an increased knowledge of man's complex and shifting needs and replaces the over-simplified, innocent push-button ideas of man. It suggests a new concept of power based upon collaboration and reason and replaces the model based on coercion and fear.

The administration of technical education at the two year college level entails problems of special complexity and difficulty. These administrators of technical education must frequently have a higher degree of management ability than that needed for directing the relatively stable, pre-structured college transfer program (Wilber, 1966).

Bushnell (1973) states, "The typical bureaucratic structure of the past, with its hierarchical alignment of administrators, staff and students will give way to a participatory management framework, with both faculty and administrators serving as learning managers."

In support of Bushnell, other authors such as Richardson, Blocker, and Bender (1972) do not view the bureaucratic model as the most desirable among alternatives of governance for higher education. As a viable alternative, they suggest a different approach--the participative model.

One of the weaknesses in administration, according to Henderson (1960), is the lack of adequate organization. Henderson includes two

principle questions relative to techniques in organizing. The first relates to the delegation of responsibility and authority. The second question deals with the failure to provide adequate intercommunication within the staff and as between faculty and administration.

Addressing point one, Henderson sees delegating responsibility with commensurate authority as paramount, if leadership is determined to function on central matters of policy. Additionally, he feels little communication and only one way communication is detrimental to the system.

Henderson makes the following comments: It is the nature of faculty administration that educational policy should result from the combined effort of faculty and administration, in the expectation that the results will be greater than the contributions of any individual and that policy will receive more complete implementation when all persons have both understanding of and commitment to the central policy. A typical weakness of administration is to make important decisions of policy without full discussion with faculties (Henderson, 1960).

Pfiffner and Sherwood (1960) note that, "It might be more correct to say that there be a network of influence, not a network of decision" (p. 23). This concept of power or influence is referred to as "participative management" by March and Simon (1958) and "interaction influence system" by Likert (1961).

PROCEDURE

The sample consisted of 282 Directors of Occupational Education selected at random from a population of nearly 1,000 community colleges nationally. The title of Director of Occupational Education was chosen because of its generic quality in soliciting the information sought by this

study.

The Directors were asked to complete a questionnaire which elicted responses concerning their: biographical background, degree of responsibility concerning certain duties, perceptions of influence patterns, percentage of time spent interacting with various groups and individuals and perceptions of decision patterns.

FINDINGS

BIOGRAPHICAL BACKGROUND

A wide range of titles were used to describe the individuals charged with the responsibility for occupational education programs in public community colleges among them were:

1. coordinator
2. division chairman
3. regional relations
4. assistant director of instructional operations
5. chairman
6. assistant superintendent for career education
7. vice-president of academic affairs
8. counselor
9. administrative dean
10. dean
11. director
12. president
13. chancellor

Table 1 reports the percentage and number of respondents by title. The titles of Director and Dean were the most common, accounting for 84

percent of the sample. At nearly 6 percent of the institutions the President was the individual in charge of occupational education. The category "other" totaled approximately 10 percent. The first nine titles listed above are among the most common. Chancellor accounted for less than one-half of a percent of those surveyed as being charged with the occupational education function.

Table 1

Distribution of Community College Directors of Occupation Education by Title

Title	N	Percent[1]
President	16	5.67
Chancellor	1	.35
Dean	156	55.31
Director	81	28.72
Others	28	9.92
TOTAL	282	

[1]May not total 100 percent because of rounding error.

As shown in Table 2, the Directors of Occupational Education are a well educated group, ninety-two percent have earned at least a masters degree. Whereas, over thirty-two percent possessed a doctorate. However, nearly eight percent had a bachelor's degree or less. Slightly over six percent indicated their highest degree was a bachelors.

Table 2

Distribution of Community College Directors of Occupational Education by Highest Degree

Highest Degree	N	Percent
Less then bachelor's	4	1.42
Bachelor's	18	6.39
Master's	168	59.57
Doctorate	92	32.62
TOTAL	282	

The function of director of occupational education seemed to be responsibility enough to warrant this position as a non-teaching dutie. As can be seen in Table 3 nearly 80 percent indicated they had no teaching responsibilities. However, the remaining 20 percent indicated they taught at least one course.

Table 3

Teaching Responsibility in Addition to Administrative Duties

	N	Percent
Teaching responsibility	57	20.21
No teaching responsibility	225	79.79

As shown in Table 4, over one half of the respondents indicated they belong to either the American Association of Community and Junior Colleges or the American Vocational Association. Membership in the American Association of Community and Junior Colleges accounted for 51.06 percent (N= 144), whereas 57.09 percent (N= 161) belong to the American Vocationa. Association. The American Personnel and Guidance Association, the American Association of School Administrators and the American Educational Research Association were represented by the following percentages; 8.51, 5.32 and 4.26, respectively.

Table 4

Professional Membership of Director of Community College (N = 282)

Membership	N	Percentage
American Association of Community and Junior Colleges	144	51.06
American Vocational Association	161	57.09
American Personnel and Guidance Association	24	8.51
American Association of School Administrators	15	5.32
American Educational Research Association	12	4.26

ADMINISTRATIVE DUTIES

As perceived by the Directors of Occupational Education, the duties displayed in Table 5 were rated accordingly. The Guttmen's Lambda -3 index of reliability was .889, whereas, the coefficient alpha index of reliability was .902 for seven statements relative to duties.

The three duties which were viewed by the directors as highest in terms of their responsibility were: 1) initiation of occupational programs, 2) evaluation of overall occupational education programs and 3) administration of education instruction. These means were 4.472, 4.287 and 4.301 respectively.

Responsibility for in-service occupational staff development activities, was viewed as the lowest of the list of responsibilities. The mean for this item was 3.93.

INFLUENCE PATTERNS

The Directors were asked for their perceptions relative to the faculty/administration influence patterns of their respective institutions. A variety of questions were posed -- all of which can be clustered into the following areas:

1. curriculum (initiation and development, revision and content)
2. budget (overall college and occupational programs)
3. facilities (planning)
4. governance (overall institutional level, occupational educational level and department level)

As shown on Tables 6, 7, 8 and 9 are the means, standard deviations, student t-value (a dependent t-test between the means of faculty and administration) and probability level of the t-test.

Table 5

Item Analysis, Duties (Community College Director of Occupational Education)

Duties	$\bar{x}$ [a]	SD	Frequency Distribution (%) [b] VM	M	S	L	VL
For initiation of occupational programs	4.47	.83	62% (176)	28% (78)	6% (18)	2% (5)	2% (5)
For employment of professional occupational staff to President or Board of Trustees	4.07	1.22	49% (139)	29% (83)	9% (26)	3% (9)	9% (25)
For in-service occupational staff development activities	3.93	1.07	36% (102)	33% (94)	22% (63)	4% (10)	5% (13)
For evaluation of overall occupational education programs	4.287	.91	50% (141)	36% (101)	10% (27)	2% (6)	2% (7)
For administration of occupational education instruction	4.301	1.03	58% (163)	25% (71)	10% (29)	3% (8)	4% (11)
For preparation of budget of occupational education	4.067	1.10	44% (125)	33% (92)	13% (38)	5% (13)	5% (14)

Table 5 (Cont'd.)

Item Analysis, Duties (Community College Director of Occupational Education)

Duties	$\bar{x}$ [a]	SD	Frequency Distribution (%) [b] VM	M	S	L	VL
For administration of budget of occupational education	4.067	1.10	45% (129)	30% (84)	16% (45)	4% (11)	5% (14)

[a]Average weight assigned each item as follows: VM = 5, M = 4, S = 3, L = 2, VL = 1

[b]Frequencies and percentages are given as follows: VM = Very Much or Total Responsibility, M = Much Responsibility, S = Some Responsibility, L = Little Responsibility, VL = Very Little or No Responsibility. Frequencies are indicated in parentheses.

Table 8

Group Means, Standard Deviations and Student t-value for the Questions Relative to Perceived Influence on Curriculum for Faculty and Administration (N = 282)

Item	Group	Mean	S.D.	Student t-value	Probability Level
Initiation and development of occupational curriculum	Faculty	4.000	0.92	-2.437	.015
	Administration	4.166	0.77		
The revision of occupational curriculum	Faculty	4.40	0.80	8.085	0.000*
	Administration	3.83	0.87		
Content of occupational course material	Faculty	4.64	0.70	17.720	0.000*
	Administration	3.31	1.000		

*As a function of the computer program, probability levels greater than 0.001 are reported as 0.000.

Table 7

Group Means, Standard Deviations and Student t-value for the Questions Relative to Perceived Influence on Budget for Faculty and Administration
(N = 282)

Item	Group	Mean	S.D.	Student t-value	Probability Level
Overall planning of college budget	Faculty	3.16	1.06	-21.056	0.000*
	Administration	4.65	0.64		
Planning of the occupational programs budget	Faculty	3.64	1.00	-10.06	0.000*
	Administration	4.41	0.81		

*As a function of the computer program, probability levels greater than 0.001 are reported as 0.000.

Table 8

Group Means, Standard Deviation and Student t-value for the Question of Perceived Influence on Facilities Planning for Faculty and Administration (N = 282)

Item	Group	Mean	S.D.	Student t-value	Probability Level
Facilities Planning	Faculty	3.76	0.93	-11.54	0.000*
	Administration	4.53	0.68		

*As a function of the computer program, probability levels greater than 0.001 are reported as 0.000.

Table 9

Group Means, Standard Deviations and Student t-value for the Questions Relative to Perceived Influence on Governance For Faculty and Administration (N = 282)

Item	Group	Mean	S.D.	Student t-value	Probability Level
Governance at the overall institutional level	Faculty	3.26	0.92	-19.518	0.000*
	Administration	4.54	0.68		
Governance at the occupational program level	Faculty	3.68	0.87	-8.450	0.000*
	Administration	4.30	0.79		
Governance at the department level	Faculty	4.16	0.91	3.827	0.000*
	Administration	3.85	0.94		

*As a function of the computer program, probability levels greater than 0.001 are reported as 0.000.

INTERACTION

How does the director spend his or her time during an average week? This was one question for which answers were solicited. Figure 1 illustrates the percentage of the average week spent interacting with various individuals and groups.

RELATIONSHIPS AMONG VARIABLES

In an attempt to draw conclusions concerning the various findings, statistical correlations were conducted on the variables to detect relationships. Table 10 reports the correlations. With an n=282 for a correlation to be significant at the .05 level an $r \geq .11$ was required.

CONCLUSIONS

The individual in charge of occupational education in public community colleges is usually called dean. However, at many institutions the title of director is used.

This individual most often held a master's degree and have done additional graduate course work. On the average, they have spent 8.4 years employed in non-education activities. In most instances, they did not teach in addition to their administrative duties. Over half of the Directors of Occupational Education were members of either the American Association of Community and Junior Colleges and/or the American Vocational Association.

According to the response of this group, community colleges do not seem as affected by the publish or perish syndrome as are some of its counterparts in higher education. Less than 40 percent reported they did any authorship at all.

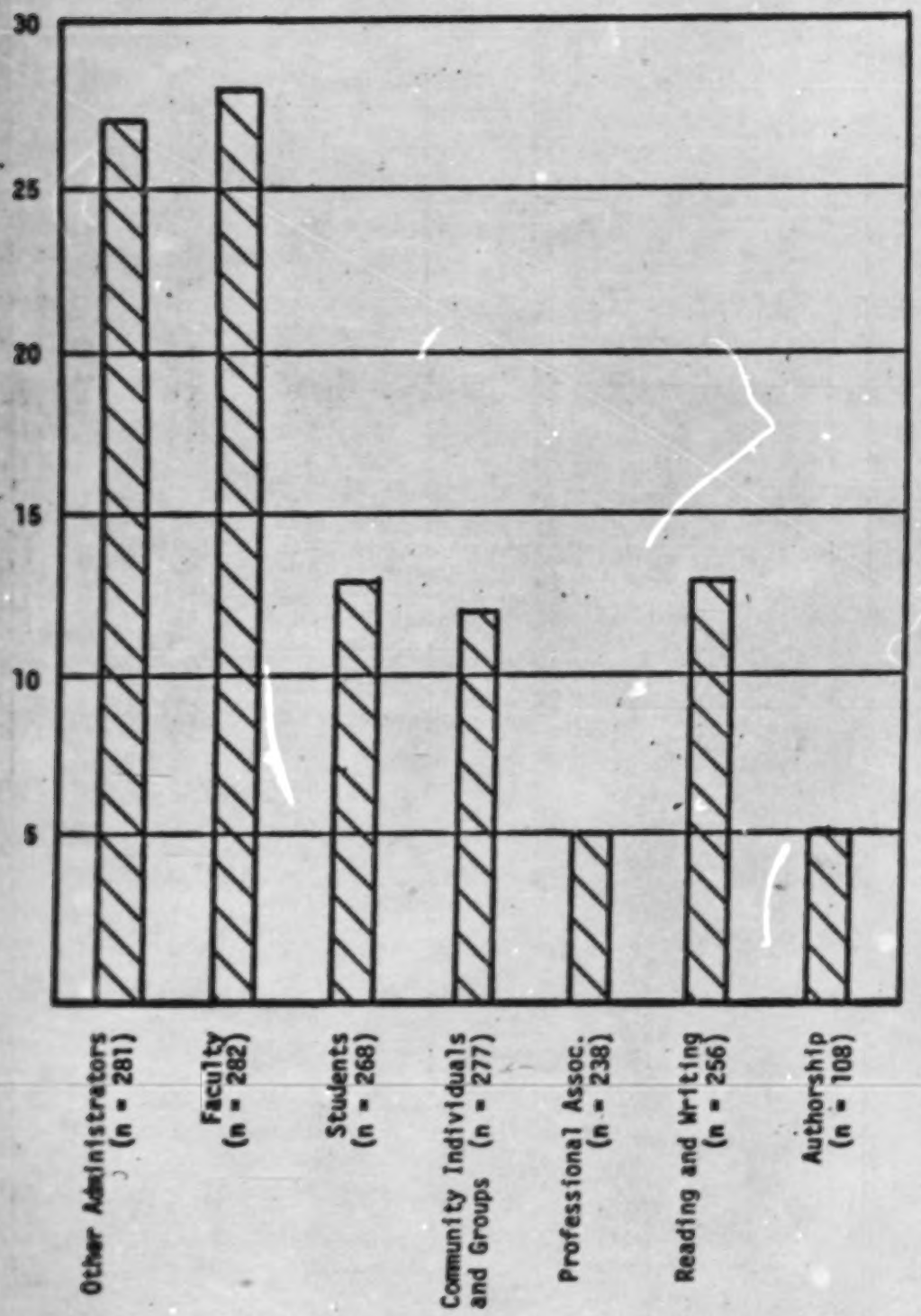

Fig. 1 : Distribution of time spent interacting with various individuals and groups.

Table 10

Zero-Order Correlations Among 17 Variables (13 Independent Variables and the Dependent Variables, Duties, Influence and Style) for the Sample (N = 282)[a]

Variables	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
15 Title																
16 Education	.18															
17 Work Experience	-.08	-.21														
18 Teaching	-.32	-.01	-.02													
19 Size	.07	-.01	.17	-.13												
20 Age	-.04	.09	-.00	.09	-.11											
21 Administration	.23	.09	.05	-.14	.12	.03										
22 Faculty	-.01	.12	-.11	-.04	-.19	-.00	-.08									
23 Students	-.31	-.09	-.05	.38	-.17	.04	-.37	.04								

Table 10 (Cont'd.)

Zero-Order Correlations Among 17 Variables (13 Independent Variables and the Dependent Variables, Duties, Influence and Style) for the Sample (N = 282)[a]

Variables	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
24 Community	-.03	-.06	.14	-.02	.02	-.16	-.21	-.28	-.02							
25 Professional Organization	.04	-.08	.04	-.04	-.00	-.03	-.06	-.24	-.11	.26						
26 Reading/ Writing	.08	-.03	.12	-.06	.12	.00	-.11	-.26	-.25	-.00	.09					
27 Authorship	.00	-.02	.08	-.03	.12	.01	-.01	-.11	-.12	-.04	.06	.24				
28 Duties	.04	.14	.08	-.15	.12	-.06	.08	.30	-.08	.03	.01	-.10	-.11			
29 Faculty Influence	.00	.03	.01	-.17	.07	.09	.05	.17	-.06	.02	.00	.01	-.01	.35		

Table 10 (Cont'd.)

Zero-Order Correlations Among 17 Variables (13 Independent Variables and the Dependent Variables, Duties, Influence and Style) for the Sample (N = 282)[a]

Variables	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
30 Administrative Influence	.01	-.04	.04	-.07	.04	-.06	.03	.07	-.00	.03	.16	-.06	-.01	.31	.26	
31 Style	.05	-.02	.02	.05	.07	-.06	-.11	.05	.14	.10	-.01	-.01	.03	.07	-.24	.06

[a] $r \geq .11$ significant at .05 level.

However, it was found that, as the title of this administrator increased, hierarchically, they possessed more education (in terms of degrees), did less teaching, interacted more with administrators and less with students. Additionally, as more education was acquired, less time was spent in non-educational jobs, more time was spent interacting with faculty and they associated more with the duties of the position.

But, a pattern did emerge which suggests that as more time was spent employed in non-educational activities, those individuals were associated with larger (FTE) institutions, and interacted less with faculty. Although in smaller (FTE) institutions, the director did teach, interacted less with administration, more with students, had less responsibility toward occupational education and perceives faculty as less influential.

Larger institutions (FTE) were found to be younger (in terms of years), where the Director of Occupational Education, interacted more with other administrators, less with faculty, less with students, does more reading/writing, more publishing and has a higher degree of responsibility for occupational education. Whereas, younger institutions seem to have less interaction with the community.

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